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THE CEA CRITIC

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NEW ENGLAND CEA

The spring meeting of the New England CEA on April 19 at Connecticut College, New London, Conn., was opened with an address by Anthony West on "Biography and Criticism." Chairman of the meeting was Hilda M. Fife (Maine), president of the NE CEA, and greetings from Connecticut College were extended by Dean E. A. Burdick.

Mr. West described the attempts of English teachers through the years to give their discipline reasonableness and to take it out of the realm of gossip about authors and books. The motive for these attempts he found in the English Teachers' sense of inferiority because their subject lacked the orderliness of the classical disciplines and had been "smuggled in through the department of Anglo-Saxon."

Much of the apparent rigor of criticism, however, is, he felt, a solemn fraud: a circularity of words, like talking about the "hotness of heat." He criticized especially some of the discussions of Milton, and stated his own conviction that Milton often condescends to his experience and betrays poetry for the poetic. The poem as a whole, he maintained, has no right to autonomy; works of art feed on blood and take all that a man has, and they must be judged accordingly. It is not a "romantic absurdity" that the whole man must be in the poem: rather, this is the central key to the English poetic tradition. Samuel Johnson, the greatest of English critics, knew this well.

Mr. West discussed Donne's poetry in some detail and developed the thesis that an understanding of Donne's "intellectual habitat" is more important to the reader than an understanding of the form of his poems. His poetry owes its recent popularity to the fact that our new "critical machinery" does not relish simple statements which "bounce right out of the machine" meaning just what they meant when put in.

Poems and poetry are made of simple things, Mr. West said, and biography remains the most fruitful approach to them. Good men produce good art. The trouble with Flaubert, for example, was that he substituted workmanship for art, and the question of truth never arose. He was disloyal to his experience. Mr. West praised

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A CHECK-LIST OF INEXPENSIVE REPRINTS AVAILABLE IN THE FIELD OF AMERICAN LITERATURE

In five years the number of titles purchasable for use as class or parallel readings in American literature has wellnigh doubled. Some 30 paperbound series currently published include American fiction or other literary types; a dozen inexpensive clothbound series do also; almost 1000 titles by over 275 American writers are now in print. Paperbound Books in Print, issued twice a year, aids instructors in running down paperback editions; several periodicals more or less keep tab on these and other inexpensive reprints as they come out.

This check-list designates what American authors, at the beginning of 1958, are represented by inexpensive clothbound and/or paperbound reprints. Volumes costing over $2.50 are excluded. Virtually all American westerns, detective stories, "bosom historicals," and (except for Bradbury) science fiction are not included.

In the lists below, the presence of an American writer's name indicates that he is represented by a paperbound reprint titled in Vol. 3, No. 1, Winter 1957-1958 **Paperbound Books in Print**; if there is more than one title, a numeral indicates it. Square brackets denote a few paperbacks not listed in the Bowker publication; said brackets enclose the writer's name if he himself was not so listed there. Reprints in clothbound editions form part of the listings, the reprint series involved being indicated by key letters within parentheses.

Major clothbound reprint editions are keyed as follows: AW (Americn Writers Series, Amer. Book Co., $1.25); CC (Classics Club College Ed., D. Van Nostrand Co., $1.35); EN (Everyman New Amer. Ed., Dutton, $2.45); EV (Everyman, $1.85); GR (Grosset and Dunlap); HB (Harbrace Modern classics. Harcourt Brace $1.40-$1.60); HM (Harpers Modern Classics, $1.15); ML (Modern Library, $1.65-cited only where not also available in paperbound Modern Library); MS Modern Standard Authors, Scribners); NC (New Directions Classics, $1.75); NL (Nelson Classics); UC (University Classics, Stackpole); VP (Viking Portables, $2.50); WO (World Publishing Co.). Names of writers available only in clothbound reprints are placed within parentheses.

Recent and Modern American Fiction Writers

Algen 4, [H. Allen, PB], S. Anderson 3 (ML), J. Baldwin 3, Bellow 2 [Pop. L.], Bemelmans, Bourjaily, Bowles 3, [J. Boyd, Bant.], K. Boyle 2 (NC), Bromfield 5, Bradbury 3, Buck 8 (GR,ML) [Giant Card.], Burman, Burnett 2, Cabell, Cain 9, Caldwell 27 (ML 2), T. Caldwell 3, Capote 3, Cather, W. T. Clark 2, Costain 2, Cozzens 3 (HB), Croy 2, Dell, Dobie, Dodson, Dos Passos 3 (ML), Dreiser 3 (ML), Edmonds 2, Ellison, Engstrand 4, Farrell 16, Faulkner 16 (VP, ML3), Ferber, (D. C. Fisher, ML), V. Fisher 6, Fitzgerald 3 (MS), Foote 4, Forbes 2 (HB), Glasgow 2, Guthrie 3, Hall 2, Hawley, Haydn, Hayes, Heggen, Hemingway 4 (MS). [Heyward, Bant.], Huie 4, Hurst, J. Jones, Kantor 5, LaFarge, Lehmann, Levin, Lewis 6 (HB 3, ML), Lewisohn 2, Lockridge, Macauley, McCullers 5 (NC), Mailer 3, March 2, Marquand 9 (ML), Michener 6 (ML), H. Miller 2, Moon, Morley 2, Motley 2, Nordhoff-Hall 2, O'Connor, O'Hara 13 (ML), Parker, Peterkin, Petry 3, Poole 3, Porter 5 (ML 2, HB), Rand, Richter 3, Roberts, Robinson 2, (Rolvaag, HM), Ruark, Runyon, Salinger 2, Schulberg 5 (ML), Scott, Seager, Shapiro, Shaw 4, Sinclair, HM), Smith, Stegner, (G. Stein, NC), Steinbeck 21 [Compass] (HM, GR 2, ML 4), (G. Stewart, ML), Stribling, Styron 3, Tarkington 4 (HM 2), M. Thompson 2, Trilling, Vidal 3, Wakeman 3, M. J. Ward, R. P. Warren 7 (ML), Weidman 6, Wellman 3 [Card.], Welty 3 (ML), Wescott 2 (HM), [J. West, PB], N. West 3 (NC), Wharton 4 (MS 2, ML), T. Wilder 3 (HM), B. A. Williams, T. Williams, S. Wilson 2, K. Winsor 3, Wolfe 6 (GR 2, HM 2), M. Wolff, Wouk 2, R. Wright 7 (WO, GR, HM), (S. Young, MS).

Earlier American Writers of Fiction

(Alcott, EV 2), Bellamy 3 (UC, ML), Bierce, Cable, (W. Churchill, Macm.), Cooper 6 (ML, EN, EV), Crane 8 Red Badge 5 (GR HM), De Forest, Eggleston, Garland 3 (HM) (Harte, ML), Hawthorne 16 (AW, EV 3) [Faun, PL] (Scarlet Letter 10 (EV. Macm, HM. UC. WO. Ronald)). Hemon, O. Henry 2 (ML) Hough 2 [PL], Howells 8 (AW, HM, EVN 2), Irving 3 (AW, ML), H. James 20 [Anchor] (AW,ML 4, EVN, NC 2, HM 2), Jerome 2 (EV), Jewett, (Kennedy, Amer. Bk.), London 5 (GR), Longstreet, Melville 18 (AW) (Moby-Dick 8 (EVN, HM, GR), Norris 3, Poe 8 (AW), (Stowe 3, ML, NL, EV), Twain 15 (HM 2, AW, WO, ML) (Huck Finn 7 [Riv. Ed.], UC, HM), Wallace, Wister.

Essays, Criticism and Other Nonfiction by Recent and Modern American Writers

M. Adler, H. Asbury 2, J. Aswell 3, I. Babbitt2, E. Bentley 4, L. Bogan, Blackmur, C. Brooks, V. W. Brooks 7 [Anchor] (EN 5), F. Brown, K. Burke 2, R. Chase, B. Clark, M. Cowley, (E. E. Cummings, ML), M. Eastman, I. Edman, T. S. Eliot, F. Fergusson 2, Ghiselin, M. Heath, Hemingway, Hersey, Heyerdahl, F. Hoffman, I. Howe, S. Hyman, R. Jarrell, A. Kazin, J. W. Krutch 2, A. Lindbergh 3 (HB), Mencken, Merton 5, P. Miller 2, H. J. Mooney, Mumford, Parrington 2, E. Pound, Ranson, R. F. Richards, M. Robb, Rourke, Santayana 8 (ML), L. Snyder 2, Spiller, Starrett, Stegner, G. Stein A. Tate, (Thurber, ML),

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THE CEA CRITIC

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The CEA Bureau of Appointments will act as a clearing house for teachers wishing summer jobs and for colleges looking for summer teachers. Any CEA member, whether registered with the Bureau or not, who wants a summer job should let Al Madeira know of his availability; and department heads looking for summer teachers are also urged to get in touch with him. The address is Albert P. Madeira, Box 472, Amherst, Mass.

Dues for the calendar year 1958 were due and payable January 1, 1958. Any member whose 1958 dues remain unpaid by July 1, 1958 will have his name removed from the active list. He will, however, receive a final reminder September 1, 1958.

Some Coincidences in Oresteia and the Christian Tradition

Many a reader of the Oresteian trilogy **(Agamemnon, Libation-Bearers,** and **Eumenides)** must have felt, as the situations develop and the main character is drawn into the milieu of tragedy, that there are certain resemblances (literary, not theological) to the emergence of the "new revelation" in the Christian tradition. He may feel that, if he were to make a column of statements and actions through the developing situations in **Oresteia;** then make another column of statements and actions in the 'drama' of Jesus, and draw a total-line, he would find a result common to both columns, namely, the establishment of a new order.

While it is not possible to discover a sharp and clear parallel between a specific pair of characters in the two traditions, the resemblances are noted in a series of statements and actions which may be called "coincidences." They follow:

Orestes was the son of his father rather than of his mother. The mother was regarded as simply the nurse of the newly implanted germ. The begetter was the parent. **(Eumenides)** Jesus spoke significantly of being the Son of His Father, and only occasionally of His mother.

Disguised as travellers, Orestes and his cousin, Pylodes, go to the grave of Agamemnon. Jesus and John the Baptist arrive on the Christian scene, with John preceding. They are cousins. Orestes and his sister, Electra, are outcasts from their home and estate. **(Libation-Bearers)** Jesus lived in almost total obscurity from the time of His birth until the time of His baptism. Electra tenderly recognized her brother and delared; Thou hast for me four parts of love: my father, my mother, my sister, and my brother. **(Libation-Bearers)** Jesus was Redeemer, Son of God, Child of Mary, and Brother to Man.

The curse of Thyestes, uncle of Orestes, hung over the House of Atreus, and manifested itself in the "trail of blood" which had infected generations of offspring. It must end after Orestes' act. The state of Man was destitute and hopeless until Jesus offered the plan of salvation.

The Chorus declared: No mortal shall scatheless pass his life free from all suffering to the end. **(Libation-Bearers)** Paul declared: Yes, and all that live godly in Christ Jesus shall suffer persecution. (II Timothy 3:12).

The Chorus asked: For what redemption is there for blood once fallen on the earth? **(Libation-Bearers)** Paul wrote: All have sinned and come short of the glory of God. (Romans 3:23). Peter declared: Therefore let all the house of Israel know assuredly, that God hath made that same Jesus, whom ye have crucified, both Lord and Christ. (Acts 2:36).

Orestes was brought into Athena's court. As in the trial of Jesus, the verdict seemed a foregone conclusion from the first. Jesus was persecuted, accused, seized, and finally brought before the court.

Orestes implored: Queen Athena, at Apollo's bidding I come—no suppliant for purification, or uncleansed of hand, but with my guilt's edge already blunted and worn away at other habitations. **(Eumenides)** For the rest I call on him (Apollo). Jesus prayed: Father, if Thou be willing, remove this cup from me; nevertheless, not my will, but Thine be done. (St. Luke 22:42).

The Furies were well equipped by custom and tradition to punish Orestes for his confessed act. The Chorus speaks for them: Aha! here is the trail of the man, and plain! For as a hound a wounded fawn, so do we track him by the drops of blood. **(Eumenides)** Various representatives of the Jews sought to entrap Jesus by asking questions, such as whose wife a certain woman would be in Heaven, and to whom should the people pay taxes.

Apollo spoke as counsel for Orestes: I have come both to bear witness—and myself to be his advocate.—I will speak as justice bids, seer that I am.—Never yet on

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my oracular throne have I spoken aught touching a man or woman or commonwealth, but what hath been commanded by Zeus.—I charge you to yield obedience to the Father's will; for an oath hath not greater authority than Zeus. **(Eumenides)** Jesus reassured the disciples that He was "one" with the Father, and that He did the will of the Father who had sent Him. He was identified by a Voice which announced: Thou art my beloved Son in whom I am well pleased. (St. Mark 1:11).

Orestes remained in close communication with Apollo and Athena. The Furies hounded him. Jesus prayed in Gethsemane, but the mob found him.

Athena began her counsel for Orestes: Then by rites fully performed hast thou come a suppliant purified and harmless to my house, and so I have respect unto thee as void of any offence to my city. Yet these women (Furies) have an office that does not permit them lightly to be dismissed—.**(Eumenidies)** Pilate announced to the mob: I have found no cause of death in him. Yet Pilate was mindful of the clamor of the angry accusers. (St. Luke 23:22).

The Chorus shouted for Furies: Seize him! Seize him! Seize him! Seize him! Mark him! And promising: That man I will never, never quit! **(Eumenides)** The mob chose the release of Barabbas, and cried out for the blood of Jesus: Crucify Him! (St. John 19:6)

The Chorus cried out for the Furies: Now is the end of all things, wrought by new ordinances, if the wrongful cause of this slayer is to triumph. Straightway will his deed reconcile all men to license. **(Eumenides)** The Jews stated: We have a law, and by our law He ought to die, because He made himself the Son of God. (St. John 19:7)

The Chorus further complained for the Furies who were now suspecting they were to lose their case: Shame! ye younger gods, ye have ridden down the ancient laws and ye have wrested them from my grasp. **(Eumenides)** The disciples were advised that no man putteth a piece of new cloth unto an old garment—neither do men put new wine into old bottles. (St. Matthew 9:16-17)

Orestes, bolstered by the increasing assurance that he would be cleared of guilt, was moved to say: The blood upon my head is slumbering now and fading; the pollution wrought by my mother's slaying is washed away—. **(Eumenides)** Jesus on the cross prayed for His persecutors: Father, forgive them, for they know not what they do. (St. Luke 23:34)

The fortune of Orestes rose mightily after the trial. He happily announced: It shall be said in Hellas: 'This man is an Argive once more, and dwells in his father's inheritance by the grace of Pallas and Apollo'—. **(Eumenides)** The fortune of the character Jesus declined sharply after His trial, but three days later He became supreme over His accusers, and after several days He returned to His Father. (The absolution of Orestes and the Saviorship of Jesus have been accomplished.)

While in **Agamemnon**, when sin is punished with sin, with other sin to follow, in **Eumenides**, guilt and curse are voided by an appeal to human justice. Perhaps it is not possible to conceive a nobler solution of the problem. The Christian tradition brought relief from the original, strict, legalistic system of Judaism through a "new revelation." Sin was met with forgiveness, and the sinner with love. God Jehovah was reinterpreted as the loving Father God.

And so, as Orestes leaves the Greek stage and turns toward Argos, the "trail of blood" has ended, and a new order has begun. Even the Furies, who lost their identity when they lost their case against Orestes, are rehabilitated as the 'gracious goddesses', the Eumenides.

As Jesus leaves the "stage" of the Christian drama and turns toward Heaven, the doom of "Man's first disobedience" has been set aside, and a new order—a plan of salvation—has been established.

Roland D. Carter
University of Chattanooga

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REQUIESCAT

If Milton should return today
And meet an EXPLICATOR,
He told me, privately, he'd be
His first berater.

He said, when young he wrote a MASQUE
A pretty thing, he owned,
But when he read ANALYSES,
He inwardly groaned!

The play, he thought, was passing fair;
He liked the way 'twas acted;
But abstruse meanings, hidden hints,
He totally detracted.

He knew his gods, he loved their ways,
Like many a native Greek,
But he wasn't preaching sermons—
He wasn't Sir John Cheek.

He wouldn't USE his Moonlight Elves
Nor Attendant Spirit bright—
And when he wrote of star dust,
He meant that it was night.

Like Browne he oft had simpled
Along a country lane,
But "Moly" meant just "Moly"
And nothing more profane.

He said that he had written
For a certain time and place
A royal entertainment
For an understanding race.

The last thing he expected
For the next three hundred years
Was to have his words subjected
To academic jeers.

To have them pinched and pulled, he said,
To things of shreds and tatters
Should send to deepest depths of Hell
Intellectual Mad Hatters!

Margaret Ross
Univ. of Richmond

The 1958 American Humanities Seminar will meet at the University of Massachusetts in Amherst, Massachusetts, on July 14-16. The three-day session promises to be full of interest.

FROM FACT TO JUDGMENT

By HAROLD F. GRAVES, and BERNARD S. OLDSEY, both of Pennsylvania State University

For courses in Freshman English, Exposition, Advanced Composition. "This text offers a program for helping college students make better use of facts in a variety of writing situations — all the way from simple reporting to defending a complex judgment. We emphasize facts because so often the lack of them makes student writing superficial, unconvincing, and dull... Yet facts are only a means to an end; to be worth a writer's attention they must lead somewhere, serve a clear purpose, have significance. We intend this book, with its illustrative readings, to help students develop the accuracy in observing, the critical sense, and the analytical skill they will need for the kind of writing our society expects of them." —*from the Preface*

1957, 380 pages, $3.25

WRITING AND REVISING

By WILLIAM S. MORGAN, West Contra Costa Junior College

Designed for courses in remedial freshman English, this text presents the essentials of composition, giving students concrete help in the writing and revising of themes. A professor's comment: "It will teach itself, I'm sure, very effectively. The several demonstrations applied to the subjects do show how a composition can be planned, organized, shaped, and completed. This kind of thing is exactly what many students can profit by."

1957, 248 pages, (paper) $2.00

The Macmillan Company
60 FIFTH AVENUE, NEW YORK 11, N. Y.

MAN BITES DOG

Readers of the CRITIC know that teachers' colleges generally and persons who concern themselves professionally with the education of teachers are often made the butt of unfriendly remarks from all over the body politic — from business, industry, and the hallowed groves of academe. The term "educationist" has become a shibboleth, and the stereotype it refers to, a scapegoat. The game is a popular one, but there is no record of any educational problems having been solved by the players.

In Chicago recently, Dean Raymond M. Cook of Chicago Techers College parried a few blows and landed a few in return in responding to an editorial attack on the education of teachers in the **Chicago Tribune**, "The World's Greatest Newspaper." Dean Cook wields no mean pen, and is a phrasemaker par excellence.

In an extended editorial, "Teaching Teachers," the world's greatest newspaper singled out a number of courses given at Chicago Teachers College for specific comment: "Of course, curricula for rank and file classroom teachers are heavily influenced by the high level pre-occupation with courses in pedagogy. Our own Chicago Teachers College, by no means a specially horrible example. offers not only "Student Teaching" but "Orientation to Student Teaching." Also "Leather Craft," "Play and Rhythmic Expression," "Home Mechanics Seminar II," and (in the department of Physical Education) "Skills and Methods V" — including "combative group activities" and "social games for the elementary school grades."

Dean Cook's effective reply appeared only in a cut version in "The Voice of the People." but the college newspaper, **Tempo**, published the complete version, as follows:

Dear Sir:

An editorial in yesterday's **Tribune** on Teaching Teachers conceded that Chicago Teachers College is "by no means a specially horrible example" in its excessive preoccupation with pedagogy. Then. as evidence that our curriculum is nevertheless fairly revolting. it listed half a dozen course offerings from our 1955-57 catalog. We do not agree with the conclusion that these courses are open to ridicule.

Student Teaching

"Student teaching." i.e. practice teaching. needs no more defense than does the interneship of a physician's professional training. In "Orientation to Student Teaching." a young lady in our kindergarten-primary curriculum. among other things. observes experienced teachers in action and prepares teaching plans on a sort of "dry run" basis. The course corresponds to a clinical course which commonly precedes medical interneship. and it gives excellent results.

"Play and Rhythmical Expression"

"Play and Rhythmical Expression" is another required course in our kindergarten-primary curriculum. and we see nothing wrong with it in this context. A teacher-to-be is, after all, not born with a wide repertory of musical games and rhythmical exercises suitable for little children, together with the ability to play a piano accompaniment thereto.

"Leather Craft"

"Leather Craft" is one of the eight "areas" in the Chicago high school course of study in Industrial Arts Laboratory. In the firm conviction that a teacher should know more about a subject than he will have to teach, we require students in the curriculum which prepares teachers of Inductrial Arts Laboratory to take a course in each of these eight areas. An undergraduate takes Leather Craft only if he is in the appropriate specialized curriculum.

"Home Mechanics Seminar"

There is no mystery about "Home Mechanics Seminar II." Seniors in our curriculum which prepares home mechanics teachers are registered, concurrently with student teaching, for a one hour conference a week with a college teacher of industrial arts. And only senior students in our intensive physical education curriculum register for "Skills and Methods V." The catalog course description sets forth accurately the nature of the activities engaged in; a competent specialist in physical education cannot be trained without these skills.

Solid Content versus Pedagogy

Your editorial writer accepts the Bestor thesis that we "educationists" are constantly increasing the pedagogical proportion of the undergraduate teacher training curriculum, constanly diminishing the share of the solid "content" subjects. Actually, the reverse is true. Compare the two year curriculum of the Chicago Normal school in 1923 which prepared elementary classroom teachers with the corresponding four year curriculum of today. Thirty-five years ago three-fourths of the curriculum could be called pedagogical. In 1958 only one-fourth of the four year curriculum is "professional" in character. This change represents a very real gain in the opportunity for solid, college level courses in the humanities, natural science, social science, fine and applied arts, and mathematics.

We are proud that Chicago Teachers College graduates are not only truly professional in their approach to teaching, but have a broad and deep college education as well.

Yours very truly,
Raymond M. Cook
Dean of the College

Carl Lefeure
Chicago Teachers College

The Texas CEA held its annual breakfast meeting on March 29 in San Antonio. E. Hudson Lang of Baylor and Arthur M. Cory of the Univ. of Texas spoke on "The Search for an Effective English Major Program."

On April 12 the Southern California CEA met at Santa Monica College, Santa Monica. General topic of the meeting was "The Survey Course: Problems and Answers."

'TIS BRILLIG

I think General Semantics has safely arrived to respectability. It was a thrilling—and sometimes a bitter—struggle. Philosophers and schools of philosophy have often been acrid in their scepticism of this new approach to knowledge and the communication of knowledge. Some scientists have scoffed and some English teachers have pooh-poohed.

But all that now appears to be disappearing. Philosophers now see their articles publiched in ETC. Scientists from nearly every field belong to the International Society and profit from Korzybski's theories. Teachers—English and otherwise—offer courses in General Semantics in college after college throughout the country. Business and industry employ General Semantics methods at the executive and other levels.

These straws in the wind are nothing, however, compared to the clincher evidence. I refer to the sizeable number of instances in which pet GS stories, phrases, and illustrations get repeated over and over. Look how popular have became early, unaware-that-they-were semanticists. Take A. B. Johnson, for exhibit one. Irving Lee relies heavily on him for illustration in LANGUAGE HABITS IN HUMAN AFFAIRS, more than on anyone else except Korzybski. Later, in THE LANGUAGE OF WISDOM AND FOLLY, Lee draws two excerpts from the writing of Johnson. Hayakawa includes Johnson in the bibliography of LANGUAGE IN THOUGHT AND ACTION, and in LANGUAGE, MEANING, AND MATURITY he reprints an article from ETC, Summer, 1952, containing words of praise to Alexander Bryan Johnson as "the first American investigator into what we now call semantics."

Or there is Lady Welby, whom Lee quotes; Hayakawa, too, includes Welby's book in his bibliography, and in the ETC articles referred to above he has a paragraph on her; he mentions her again in his article on Aristotelian structure from 1948. Jose Ortega y Gasset has been quoted favorably many times in ETC. All three may soon become household words for early semanticists.

Semantics anecdotes are another kind of evidence. Korzybski's story of the man who was allergic to red roses — even paper ones — gets retold. Hayakawa uses it twice. Chisholm has the same story in his INTRODUCTORY LECTURES ON GENERAL SEMANTICS. It has even appeared in local newspapers. Best of all the stories, for my money, is the "dead-men-don't-bleed" one. It invariably brings the house down in classes. Lee records it as from the DAILY NORTHWESTERN, from a speech by Irving Fink. It reappears in Dr. Hans Toch's article in ETC for Summer, 1955, as a story told by Otto Klineberg. (However, the story has a euphemistic punch line this time. Lee's "By God, dead man do bleed!" becomes "By Golly, dead men do bleed!") I have heard this story several times at banquets and have seen it twice in newspapers.

Above all else, we have the number one exhibit — Lewis Carroll, without whom GS is as nothing. Wendell Johnson finds a place to quote " 'Twas brillig" in PEOPLE IN QUANDARIES; and maybe it's just my imagination, but I find some Lewis Carroll style in YOUR MOST ENCHANTED LISTENER, especially in the chapter on "Are There Really Gilligs". Lee quotes Humpty-Dumpty's ideas of "glory"; a dialouge between Alice and the Queens (Red and White); and the Bellman's speech. Stuart Chase uses a quotation from Alice and the Queen in THE POWER OF WORDS - in fact, he even dignifies it by a following quotation from Clement Atlee. Humpty reappears in ETC, Spring, 1955.

In ETC for Summer, 1944, Leslie White puts in a footnote the Humpty quotation, "When I use . . . a word, it means just what I choose it to mean." This article is reprinted by Hayakawa as is also Felix Cohen's from ETC, 1945. In two long footnotes Cohen quotes passages from Lewis Carroll. And just to prove the thing is still alive and a going concern, in the Autumn, 1955 ETC correspondence from Lew Girder expounds "the Cheshire-Cat" passage as an example of over-under definition. Monroe Beardsley in THINKING STRAIGHT alludes to Humpty, and has an excerpt from the Trail of the Knave of Hearts. All of this may be stretching Lewis Carroll taller than Alice herself, but one has a sneaking suspicion he wouldn't mind so very much.

Yes, GS has arrived to respectability. Semanticists may even recognize the fact themselves by not always taking themselves so seriously, but finding an occasion now and then to laugh at themselves. So, with apologies to Lewis Carrol, as he might Jabberwocky now:

'Twas Korzybski, and the Structural Differential
Did Operational Definition for the Hayakawa;
All Metalinguistic did the Whorf,
While the Information Theory found
Dewey-Bentley in Transactional Psychology.
In Michigan and Chicago, the bells of Kirk
Rang Rapoport to Behavorial Sciences.
All hail, Semantica! All hail, Micro-Kinesics!

Donald E. Hayden
The University of Tulsa

The Downtown Center of the University of Chicago announces a Conference on General Composition to be held August 25-27, 1958, with the aim of improving the teaching of writing. Harry R. Warfel and Herbert W. Smith will be guest speakers. Earle G. Eley of Wright Junior College will direct the conference. Henry Sams, CEA's national president, is a member of the advisory committee for the conference. For further information write Earle G. Eley, The Univ. of Chicago Downtown Center, 19 South Lasalle St., Chicago 3, Ill.

APHESIS, SYNCOPE AND APOCOPE

aphesis, n. .... The gradual loss of a short unaccented initial vowel. (pg 41.)
syncope, n. .... The loss of elision of one or more sounds or letters from the middle of a word. (pg 861.)
apocope, n. .... Omission of the last sound or syllable of a word. (pg 41.)
Webster's New Collegiate Dictionary

'Twixt aphesis an ' apocope
'R language hasn't got much hope.
'T's not bad 'nough we 'lide the endin',
An' the 'ginnings take a verbal rend'rin'
But the middles suffer 'breviation:

I guess we're just a syncope-nation.
This 'conomy an' 'daptation
Runnin' 'mok means dim'nuation
Since 'rosion eatin' up 'r tongue
'Ll leave us wi' 'r songs unsung,
'R love unspoke' an' 'r 'motions throttled,
'R bick'rin' hushed, but 'r wise thoughts bottled.

So as this process runs its course,
We'll suffer, no longer, fro' bein' 'oarse:
We'll 'vert once more to pantomime
An' utilize 't 'till the time
When nature's 'volution takes our thumb
An' leaves us dactylographically dumb.

'T'll be a silent worl' (as 'neath the ocean)
A' we wander through life 'thout a notion
O' wha' men 'n 'wom' ha' 'n 'r' 'eads
A' 'e 'ake 'n a morn' 'n' st' fr' 'r beds
'Ay aft' 'ay, like 'iet 'ish
'N a soun'less worl': 'ark 'ow .. shhhhhh.

Richard G. Gould
Menlo Park, Cal.

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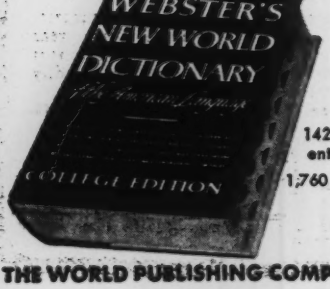

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Miller, O'Neil, in **Four Modern Plays**; Miller, T. Williams, in **Six Great Modern Plays**; several Amer. playwrights in Watson & Pressey, **Contemp. Drama**, **9 Plays**, and ditto, **Eleven Plays** (Scribn.). Cloth: Hellman, **Four Plays**, ML; Odets, **Six Plays**, ML.

Ben W. Fuson
Park College

DICTION ERRORS

During the past few years I have noticed a marked increase in the number of malapropisms and other errors in diction in freshman English themes and upperclass essay examinations. Perhaps these language difficulties are the result of the increase in the student's contact with the spoken rather than the written language. With increasing television viewing, the student hears many new words and expressions which he has never seen in print. Because of the slovenliness of American speech and the ease with which words can be misunderstood, he does not hear the word correctly. Since he does very little reading, he has no idea that he is using the wrong word, for he has never seen the expression in print, and thus has no knowledge of the correct word. In the following paragraph I have combined a few of the examples of faulty diction some of my colleagues and I have encountered during the present school term.

"Now of days it is quite difficult to find a student who dosen't have a devil-makes-hair attitude and take his educational opportunity for granite. The student does not do his upmost in his studies, nor does he posses the self-insurance necessary for him to face the complexing problems of college with confidence. The reason for the student's failure is deep seeded. He does not use his experience to spurn him on to work harder but feels that the college must resume the responsibility for his success by the invocation of easier courses into the curriculum."

Here are a few other gems:

"He was wearing a foreign-hand tie."

"When the baseball fan does indulge some of his choice bits of information, he is usually greeted by a frown from the fan aside of him."

"The larvae from the volcano flowed down the mountainside."

Ralph S. Graber
Muhlenberg College

New England CEA
(Continued from p. 1)

Harry Moore's biography of Lawrence because it makes clear the pattern of Lawrence's disloyalty to himself. In our formalistic modern criticism we are paying too high a price for academic respectability.

In one of the afternoon sessions W. W. Heath, R. H. Sale, and C. L. Barber, all of Amherst College, discussed a new course in criticism recently inaugurated at Amherst. The aim of the course is to help students discover what questions to ask about literature and how to answer them. Part of the work is also devoted to discovering what questions critics **fail** to ask and to determining the effect of these failures. The students thus come to see that literary reactions are tied up with the whole idea of a civilization. They will no longer tend to reduce literature to private formulas of their own.

In another session Russell K. Alsbach of West Point reported on "The Yeats Variorum." In 1895 the need for a text containing variations arose, and it has been growing ever since. Collecting all the published works of Yeats has been extraordinarily difficult. Dorothy Van Ghent of the University of Vermont read a paper on "John Keats and the Creative Process" in a third session of the conference.

R. W. Stallman of the Univ. of Conn. discussed "Joseph Conrad: Time and **The Secret Agent.**" Time, he sought to demonstrate by a thorough analysis of the novel, is the secret agent, the cryptogram of the novel which the reader must discover it he is to do justice to the book.

The concluding session was devoted to a paper on "The Self-Discovery of the Novelist: Conrad and Faulkner." by Albert J. Guerard of Harvard. The speaker outlined the problem faced by the writer of "finding his real voice," and traced the emergence of the real voices of both Conrad and Faulkner. The true Conrad emerged in **Almayer's Folly** but was then lost and had to be recaptured. The true Faulkner emerged in **Sartoris.** Neither man could make use of the traditional realistic method—both became increasingly subjective. They have in common an interest in the masculine rites of initiation, a sympathy for the outlaw, and an absorption in the battles of the soul. The voice of each is the expression of a buried self. This voice in Conrad is set free when he writes in the first person through a narrator speaking retrospectively; in Faulkner when he uses Jamesian circumlocutions, dry asides, and evasions.

American English Pronunciation, two 7 inch L.P. 33 1/3 rpm, price $1.75. Recorded by Rinehart and Company, Inc. under the direction of Clifford H. Prator, Jr. The records are designed to accompany Prator's **Manual of American English Pronunciation.** The author has selected material directly from the exercises at the end of each chapter of the manual and includes such drill as: word stress, sentence stress, rising falling intonation, the American 'r', front vowels, rhythm drill, etc. The material is presented by three men and one woman. The readers' diction and voices are good. The technical aspects of the recording are, as a whole good; however, there is evidence of an echo effect in several of the exercises.

There is some question as to the value of the records in a class for foreign students since they can not replace the necessary individual attention of the instructor. They may be useful as supplementary material to be used for outside drill. The reviewer used the records in a speech class for foreign students with rather unfavorable results. The students felt the sentence material was read too rapidly and that there was not enough time allowed between the passages for them to repeat the sentence. The records would have greater value as a training device if used with a turntable equipped with a microphone and earphones so that the students could hear his own voice through the phones as well as the recorded voice.

R. Ray Battin
University of Houston

Pennsylvania CEA Annual Meeting

The Pennsylvania CEA held its annual meeting on April 19 in the University Center, Lehigh University, Bethlehem, Pennsylvania, with John B. Douds, Albright College, presiding. Ray L. Armstrong, Lehigh, was program chairman and in charge of arrangements.

Dr. J. Burke Severs, chairman of the English Department at Lehigh, introduced Dr. Harvey A. Neville, Provost of Lehigh University, who welcomed the group. The chief topic of the morning session was the CEA Committee Report on "Doctoral Studies in English and Preparation for Teaching," a topic of considerable interest in the CEA.

The first speaker, Claude E. Dierolf, Muhlenberg, summarized the report, stressing how it recommended broadening the base of the Ph. D. program. He was followed by Gerhard Magnus, Lafayette, who discussed "Implications of the Ph. D. Reform for the Undergraduate English Program." Prof. Magnus sounded a warning note when he said that the recent reports " ..... place an almost impossible load on the candidate" and that new methods of teaching in the undergraduate curriculum herald the proposed changes which must take place in graduate schools. He added, "Changes in graduate schools are not as far off as the writers of the CEA report think."

The final speaker of the morning ses-

(Please turn to p. 8)

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(Continued from p. 7)

sion, Elias H. Phillips, Franklin and Marshall, spoke on "The Scholemaster, 1958." His paper was a report on an experimental post-baccalaureate course in the humanities financed by the Ford Foundation and sponsored by Temple University in cooperation with five liberal arts colleges in Eastern Pennsylvania. The course, which carries credit toward a master's degree in education, is taught by a member of an English department, a social scientist, and a natural scientist, and, Prof. Phillips stated, "..... aims to promote a deeper understanding of humanistic ideas and values in the teacher." Similar courses are being offered in social and natural sciences.

At the afternoon session, Prof. Donald A. Sears, Upsala, National Director of CEA, spoke on "Regional and National CEA — a Federation of Scholar Teachers." He pointed out the unique organization and aims of the CEA, its democratic structure and it desire to maintain in the English professor a balance of interest between teaching and scholarship.

At the business meeting the following officers for next year were elected: Elizabeth Schneider, Temple University, president; P. Burwell Rogers, Bucknell, vice-president; and Ralph S. Graber, Muhlenberg, secretary. There was also discussion about dividing the Pennsylvania CEA into eastern and western divisions to cut down traveling distance, or of having the colleges in Western Pennsylvania combine with the Ohio or West Virginia CEA.

Ralph S. Graber
Muhlenberg College

The Middle Atlantic CEA held its annual spring meeting on April 26 at the American University, Washington, D. C. Theme of the session was "English and the New Emphasis on Scientific Education." Speaking for the sciences were Dr. Rebbert of Georgetown and Dr. Rice of Catholic University. Speaking for English was Dr. Walker of Maryland and Dr. Von Abele of American University. Speaking on the future for English studies were Dr. Darkey of St. Johns and Dr. Austin of the Institute of Language and Linguistics, Georgetown. Commander Cook of the Naval Academy, Dr. Canfield of Goucher, and Dr. Hovey of Western Maryland were chairmen. Dr. Charles M. Clark of the American University planned the meeting.

Michigan CEA

Seventy-two members of the Michigan CEA, representing twenty institutions, attended the Spring 1958 meeting at Aquinas College on Saturday, April 19.

Twenty new members registered adding two institutions not previously represented in MCEA, Benton Harbor Community College and General Motors Institute. After the coffee hour, the membership divided to attend either of two programs. Herbert Schueller (WSU) chaired the "Master's Degree" program at which H.V.S. Ogden (UM) and A. Dayle Wallace (WSU) spoke. Frederick Kroeger (Fline CC) chaired the "Foreign Students' English" program, at which Edward Cieslak (WSU, Admissions), Edgar Mayer (WSU) and Charles Holt (MSU) spoke.

After the luncheon, President Ralph Miller (WMU) introduced Monsignor Bukowski, President of Aquinas College, who welcomed MCEA. At the election following, Keith Fennimore (Albion) and Sister Mary Aquin (Nazareth) were chosen President and Vice-President of MCEA for 1958-59. Margaret Dempster (HFCC) continues as secretary next year.

Clarence DeGraaf (Hope) reported on the situation of Holland Christian High School currently threatened with loss of North Central Association accreditation by recommendation of University of Michigan Bureau of School Services because no classes in homemaking or industrial education are offered therein. The following resolution was passed: Resolution: The Michiagn College English Association approves of Holland Christian High School's refusal to introduce non-intellectual courses at the insistance of the North Central Association and condemns the North Central Association for its withdrawal of accreditation from that school.

The secretary was requested to send copies of the resolution to Holland Christian High School, The North Central Association, The Bureau of School Services at the University of Michigan, The Michigan State Superintendent of Public Instruction, and the Registrar of every college and university in Michigan.

Announcement was made of the formation of the Metropolitan Linguistic Society, which will meet the evening of Friday, May 23, at Cranbrook near Detroit. All interested in language teaching are invited to attend. Donald Llyod (WSU) will speak.

At the afternoon session, members heard Vern Wagner (WSU) discuss the report sent to members early in March by the MCEA Teacher Certification Committee, of which he is chairman.

Ken Macrorie both informed and amused with his experiences at MSU with experimental TV in "Teaching Large Classes".

Margaret A. Dempster
Henry Ford Community College

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